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KANSAS
DEAF-MUTE INSTITUTE.

BALDWIN CITY, DOUGLAS CO., KANSAS,
January 1st, 1864.

TO THE AUDITOR OF THE STATE OF KANSAS:

SIR—In compliance with section 2 of an act making appropriation for educating Deaf-Mutes of Kansas, for the year one thousand eight hundred and sixty-three (1863), whereby I am required to report to you the number of mute children taught, the time each one was taught, the county where each child resides, the name, age, advancement and progress of such child, and the name of his or her parent or guardian, I herewith submit the following report:

REPORT.

Names of Pupils.	Sex.	Age.	County.	Parents or Guardians.	Time at School.	Progress.	Remarks.
Miss L. E. Pinneo,	Female.	20	Douglas,	A. D. Pinneo.	*14 3	Slow.	Left on becoming 21.
Miss E. Studerbaker,	"	12	"	D. Studerbaker.	39	Tolerable.	
Miss Josey Robinson,	"	13	"	N. C. Robinson.	39 2	Good.	
Miss L. Neal,	"	14	"	J. Neal.	33 2	Good.	
Miss M. Kennedy,	"	11	"	J. Kennedy.	36 5	Very good.	
Miss M. J. Bosearth,	"	14	"	P. A. Emery, guar.	31	Slow.	
Miss A. D. Pope,	"	14	Wyandott,	Wm. M. Pope.	24 5	Very slow.	
Miss Emma Kennedy,	"	8	Douglas,	J. Kennedy.	13 2	Very good.	
Miss M. C. Reynolds,	"	12	"	Rev. C. Reynolds.	4	None.	Not a proper subject.
Miss E. Cummings,	"	30	Johnson,	Mrs. M. E. Carter.	24	Fine.	A remarkable woman.
Master H. Green,	Male.	20	Douglas,	Dr. J. G. Scott, guar.	12 6	Slow.	Left on becoming 21.
Master G. Williams,	"	14	Shawnee,	E. B. Williams.	15 2	Very good.	Smart boy.
Master G. Jordan,	"	11	Anderson,	Q. Jordan,	28 2	Tolerable.	Took a long time to
Master S. Kaskill,	"	20	Brown,	T. S. Kaskill.	13 2	Good.	get started.
Master C. Pearce,	"	8	Douglas,	G. W. Pearce.	6 4	Good.	
15 Pupils.					336 0		

*Weeks and days.

P. A. EMERY, *Sup't.*

Subscribed and sworn to before me, a Justice of the Peace for Topeka township, and county of Shawnee, and State of Kansas.

E. B. WILLIAMS, *Justice of the Peace.*

January 12th, 1864.

Of the fifteen pupils, thirteen are what we may call State pupils. The whole number of weeks of attendance by said thirteen pupils during the year 1863, is 308 weeks; at $4.00 per week, it makes $1,232 drawn out, leaving of the $1,500 appropriation, $268 in the State Treasury at the close of the year 1863.

I think that if it had not been for Quantrell's raid into the State, and his sacking of Lawrence, which happened only a few weeks before the opening of my school, I would have had some five or more pupils, which would have taken up all of the appropriation. Notwithstanding the above mentioned raid, my school opened with better attendance than I expected. There are a good many mutes in the State. I have the address of some 40 mutes. With the usual proportion of mutes to the population (as in New York), there may be in this State some 60 or 70 mutes.

I think of making an effort to get the Legislatures of Nebraska, Colorado and New Mexico to set apart a small appropriation for the purpose of educating the mutes of those Territories at this Institution, until it will justify the opening of such schools in their own Territories. This would be a cheap and economical plan, and would cost those Territories *much less* than to open such schools now.

Maine, Massachusetts, Vermont, New Hampshire, Rhode Island, New Jersey and Delaware, (Maryland also I think), prefer making appropriation for educating their mutes at the schools of other States, than to open such schools in their respective States. These States prefer doing so in the belief that it is a wise policy. It is really a wise policy where there are only a few mutes, on account of the States being *small* or *new*. It is a policy worthy of imitation by those Territories around us, until they become populous States, and mutes numerous enough to justify the opening of such schools within their own boundaries. With this view before us, it would justify a liberal policy on the part of this State.

For your information I will add the expenses of the school for the year 1863:

To house rent, - - - - -	$125.00
To provisions, - - - - -	220.00
To wood, - - - - - -	30.00
To bed and bedding, - - - - -	40.00
To furniture, stoves, &c., - - - - -	50.00

To books and slates,	10.00
To servant hire,	100.00
To professional hire,	425.00
	$1,000.00

Which deducted from the amount drawn out ($1,232), leaves only $232 for my services as Superintendent for the whole year!

The instruction of mutes is laborious and a tedious process, requiring teachers of great originality, resources, skill and patience. Fifteen to twenty pupils are considered a full class for a well qualified teacher in the older institutions. Here, under the disadvantages we labor, ten to fifteen pupils are as many as a good teacher can well manage. Thus you see that the tuition or instruction of mutes is *three* to *four* times that of speaking children. In common schools a teacher generally has thirty to forty pupils, and often as many as sixty pupils. It is the policy of all the deaf and dumb institutions to employ teachers of the best quality, because "whatever is worth doing, is worth doing well," and thus they employ teachers of great originality and best qualification; and to secure the services of such, they pay high salaries, because anything well done at a good price, is far better than poorly done, at too low a price.

I hope the Legislature will be generous and wise in its policy toward the deaf-mutes—as they need education more than speaking children. If the State is liberal with her children, what ought she to be towards her *unfortunate* ones?

I hope also that the Legislature will locate the Deaf-Mute Institution at an early day, and also pass an act organizing the same upon a wise, broad and a liberal basis, and thus make the Kansas Deaf-Mute Institution second to none in the United States or the world. I feel that Kansas desires the honor of being the first State in the Union to place her benevolent institutions upon a broad and wise basis, and thus stand in the front rank of the benefactors of those to whom nature and fortune have been unpropitious.

I am, sir, your obedient servant,

P. A. EMERY,

Sup't of K. D. M. Inst.